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ABSTRACT

Based on the assumption that staff development is an essential element in changing school climate and must be collaborative and participative, this program also incorporated the theory that raising participant expectations will improve school climate. The University of Toledo and the Springfield Local Schools in Holland, Ohio, in 1979-80 jointly initiated the program to improve learning opportunities and improve personnel development. It began with a school needs assessment by staff, students, and community, and establishment of goals by school staff assisted by college faculty. Onsite courses and workshops were then designed to fulfill goals. Teacher interns were integrated into the program. A study was undertaken to validate implementation of the staff development model and assess its impact on school climate. Data were gathered from quarterly reports and other feedback from course and workshop planning groups, curriculum committees, intern supervisory team members, and school district staff; surveys of parents and community residents; issues of the community newsletter; and minutes of project planning groups. Findings of the study demonstrate that the project was effective in addressing identified school improvement needs. (JM)

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A STAFF DEVELOPMENT MODEL FOR CHANGING SCHOOL CLIMATE

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Presentation for the American Educational Research Association's Annual Meeting, Montreal, April, 1983.

The University of Toledo/Springfield Local Schools Project reported here was based on a set of assumptions about school staff development presented in the following rationale. The Project and its staff development programs are then described. This report concludes with findings of a study of the effectiveness of the project's staff development for changing school climate.

A RATIONALE

Changing school climate is a result of an improved set of normative relationships which provide the context for school as a social system. Those relationships are determined by the aggregate attitudes, beliefs, values and expectations of those who participate in the social system. The relationships are improved by achieving a more complete and more consistent overlapping of needs expectations and needs fulfillment (Brookover et al., 1982, p. 3). Programming for changing school climate will focus on improving those relationships.

School staff development is an essential element of changing school climate. As put by Rubin (1978, pp. 42-43):

> It stands to reason, consequently, that the likelihood of a better educational system hangs, in large degree, on our ability to produce better teachers....and to devise powerful new mechanisms for their continuing professional education.

However, school staff development is only one part of the personnel development concomittant with changing school climate. Attention must also be given to community education, to the development of the college's teacher education capabilities, and to relationships among personnel development systems.

As a change phenomenon, school staff development must be designed as "on-going, adaptive, and regererative processes" (in Houston and Pankratz, 1980, p. 8). Staff development programs must parallel stages of change, i.e., awareness, acceptance, preparation, limited use, and institutionalization (pp. 18-20).

As Dumais et al (1982) pointed out, staff development has at least three dimensions which identify additional characteristics. A content dimension is "determined by techniques that are consistent with fundamental principles of effective teaching and learning." These include needs assessment, field-based instruction, demonstration, active learning, practice of skills and feedback. A process dimension "manifest(s) systemic and parity-based collaborative arrangements," and a context dimension "takes into account the structure of the organization . . . and (its) support systems" (pp. 3-13). Content, process and context dimensions should be addressed. Staff development must focus on the development of specific competencies which, in turn, change specific school behaviors, including classroom instruction. Staff development should be field- and community-based. Staff development should address real needs.

Effective staff development must be "owned" by those affected. Any school climate improvement project must attend to requirements of such ownership, including collaboration at all stages of planning, implementation and evaluation, and parity among participants in decision-making. Effective staff development must become an integral part of the organizational and social systems it is intended to change. Its delivery systems are multiple and on-site. Its successful processes and products must be institutionalized.

Staff development for changing school climate will occur over a three to five year period at a minumum. Each stage of its planning, implementation and evaluation needs to be carefully documented. Such documentation serves as a basis for reviewing and adjusting year-to-year programming, for evaluating program effectiveness, for monitoring stages of change, and for later dissemination of successful products and practices to other institutions and agencies.

Finally, staff development for changing school climate is concerned with participant expectations. Expectations are the common element in the attitudes, values and beliefs which define school climate. The magnitude of discrepancies between expectations and perceptions of the status quo define needs which are the basis for systematic change. It is the changing of expectations as well as the changing of the status quo which improve climate. As Brookover et al (1982) point out, when school staff and students perceive that others (school leaders, community, teacher educators) expect them to succeed, and when rewards promote this expectation, staff and students are more likely to believe that they can, and they do, behave accordingly (p. 55). Successful change can promote further change and success.

THE PROJECT

The College of Education and Allied Professions, The University of Toledo, The Springfield Local Schools and the Springfield Township-Village of Holland community entered into a collaborative project to improve learning opportunities for the student population of the Springfield Local Schools and to improve personnel development programs for teachers and other professionals. School district, college and community committed themselves to planning and implementing activities designed to achieve four outcomes: (1) improved school climate, (2) improved educational personnel development systems, (3) institutionalization of project successes, and (4) demonstration and dissemination of products and processes to other agencies. These outcomes were to be achieved as a result of the project's addressing identified goals and objectives.

School District and Community

The Springfield Local Schools is located in a rural and suburban area adjacent to the city of Toledo (Lucas County), Ohio. The school district

serves an economically, culturally and racially diverse population. The school district has a limited tax base and a large proportion of low income residents as well as many acres of underdeveloped and unimproved property. The population consists of persons with rural and parochial backgrounds as well as migrants from the Appalachian states, and an increasing number of persons from the minority populations. The district is one of the few underdeveloped areas in metropolitan Toledo. This economic fact has not escaped local housing developers who are constructing high cost homes on attractive land in the district. The melding of a diverse socio-economic population has provided and continues to provide a serious challenge to the school system.

The school district serves students at five school sites: Crissey Elementary, Dorr Elementary, Holland Elementary, Springfield Junior High School, and Springfield Senior High School.

At the time of the project's initiation, Springfield High was a comprehensive public four-year secondary school. Springfield Junior High School was a two-year program including grades seven and eight. Crissey Elementary was a rural school in an area of low income families. Dorr Elementary was the district's second largest elementary school. It contained kindergarten and grades one through six and five classrooms for special education. Holland, the largest elementary school in the Springfield Local School District, was in the area in which increasing numbers of higher income families were relocating. The school participated with the Lucas County Schools in establishing a gifted and talented program for the fifth and sixth grades. All schools included library, physical education, and cafeteria facilities, and the junior and senior high schools offer a variety of organized sports activities. The school district also offered a group guidance program and supplemental reading instruction through special federal and state allocations.

The school district's professional staff included 186 instructional and administrative personnel for 1979-80. Ninety-six elementary staff for three schools included 78 teachers, five LD tutors, nine aides, one counselor and three principals. Eighty-seven junior and senior high staff included 77 teachers, four counselors and two administrators. There were three additional district administrators. The staff size varied little during 1979-82.

The school district faced needs in several areas at the project's outset. Student achievement scores, as evidenced by the results of the 1978-79 Educational Development Tests, revealed needs in mathematics. Basic skills in reading, federal mandates related to "mainstreaming" and multi-cultural education also presented needs. In addition, the school district faced needs related to affective areas of school climate such as student and staff motivation and attitude, school discipline, individual opportunity and school-community relations.

The College and Project Organization

The College of Education and Allied Professions, The University of Toledo, as a result of its long experience in educational change was well able to deliver planning, management and instructional strategies to achieve project goals. The College has been recognized nationally for its innovative Competency Based Teacher Education Program (CBTE), its methods of assisting schools to develop Competency Based Education (CBE), its cooperative arrangements with schools for integrated early and frequent student field experiences, its team taught, interdisciplinary preservice professional programs, its system of supervisory facilitation, and its staff development program in schools cooperating in CBTE and CBE. The College was interested in the project's opportunity to apply its experience to the needs of an entire school system.

The model presented in Figure 1 was used to conceptualize project activities initially. It was used to orient school district, community and college groups, and it was a basis for identifying and organizing resourdes. The model served as a basis for the comprehensive needs assessment and other planning year activities. The model also served as a frame of reference for the project's staff development and related programming in 1980-81 and 1981-82.

Project programming in general, and school staff development activities in particular, were focused in five subject areas which addressed identified needs and prioritized goals and objectives for an improved school climate. The subject areas were:

1. Basic Skills/Diagnostic-Prescriptive Instruction in Reading;
2. Basic Skills/Diagnostic-Prescriptive Instruction in Mathematics;
3. Selected Affective Dimensions of School Climate, including Community Involvement;
4. Schooling that is Multicultural;
5. Least Restrictive Alternative Schooling for the Handicapped.

The University of Toledo/Springfield Local Schools Project was begun in 1979-80 as a five-year collaboration supported by a series of jointly awarded federal grants. The Project's actual three-year staff development and school improvement experience was interrupted by the Reagan administration. However, a 1982-83 Special Purposes Grant to Springfield Local Schools by the Ohio Department of Education and continued collaboration with The University of Toledo supports on-going staff development and further institutionalization and dissemination of successful products and practices, including the staff development model.

Project personnel were both full-time and part-time. Project staff were a full-time director, on-site school district coordinator, and program developer and documentor who shared role responsibilities as a team. They

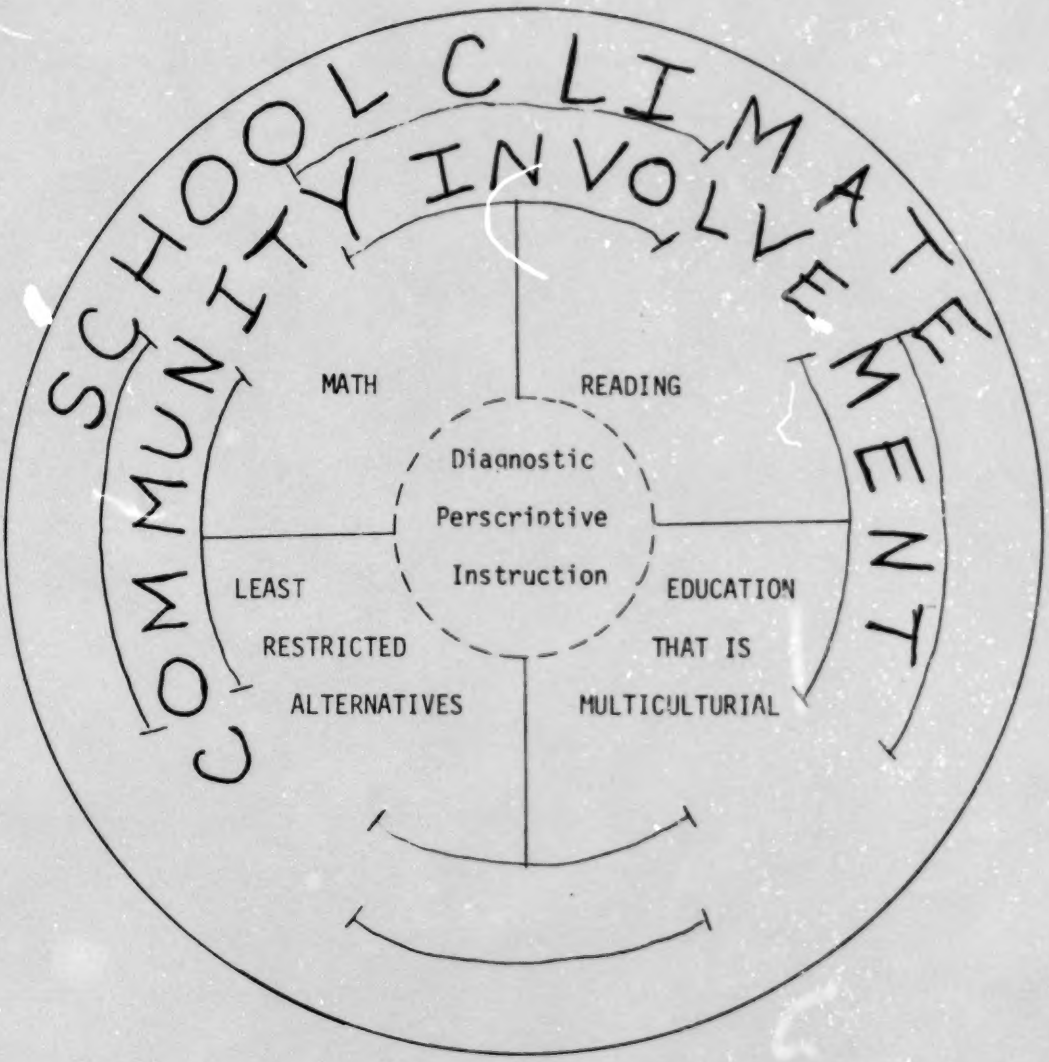

Figure 1

Project Programming Model

were assisted by two full-time and one part-time secretaries. Four teacher interns were full-time during years two and three; they were assisted by a part-time consultant in year three. Two part-time community educators performed a variety of tasks for the school district and in the community. Twenty community residents, both school district parents and others, served varying terms on a representative Community Council elected at-large. The Council's chair, together with the school superintendent and the college dean, served as a Policy Board which oversaw all project activities and with whom the director and others met monthly. A nucleus of eight college faculty, including two full-time staff, provided expertise in the five Subject Areas. In addition, the project utilized some 75 consultants during its three years; about half were college faculty, about half were affiliated with other institutions and agencies in Ohio and elsewhere. Some 223 school district personnel, community residents and college faculty served in 98 project meetings, including staff development planning committees and intern supervisory teams.

THE STAFF DEVELOPMENT PROGRAM

The Project's staff development program began with a comprehensive school needs assessment and the construction of goals and objectives which were the basis for program development and subsequent evaluation. The overall program development as well as subsequent planning of specific program components were carried out collaboratively by the school district, community and college. Figure 2 illustrates collaborative assessment and planning schematically; the following narrative describes the specific components.

Needs Assessment

Assessment of school needs in the Project was threefold: (1) building-by-building assessments by school staffs, (2) assessments by the community and (3) assessment by students.

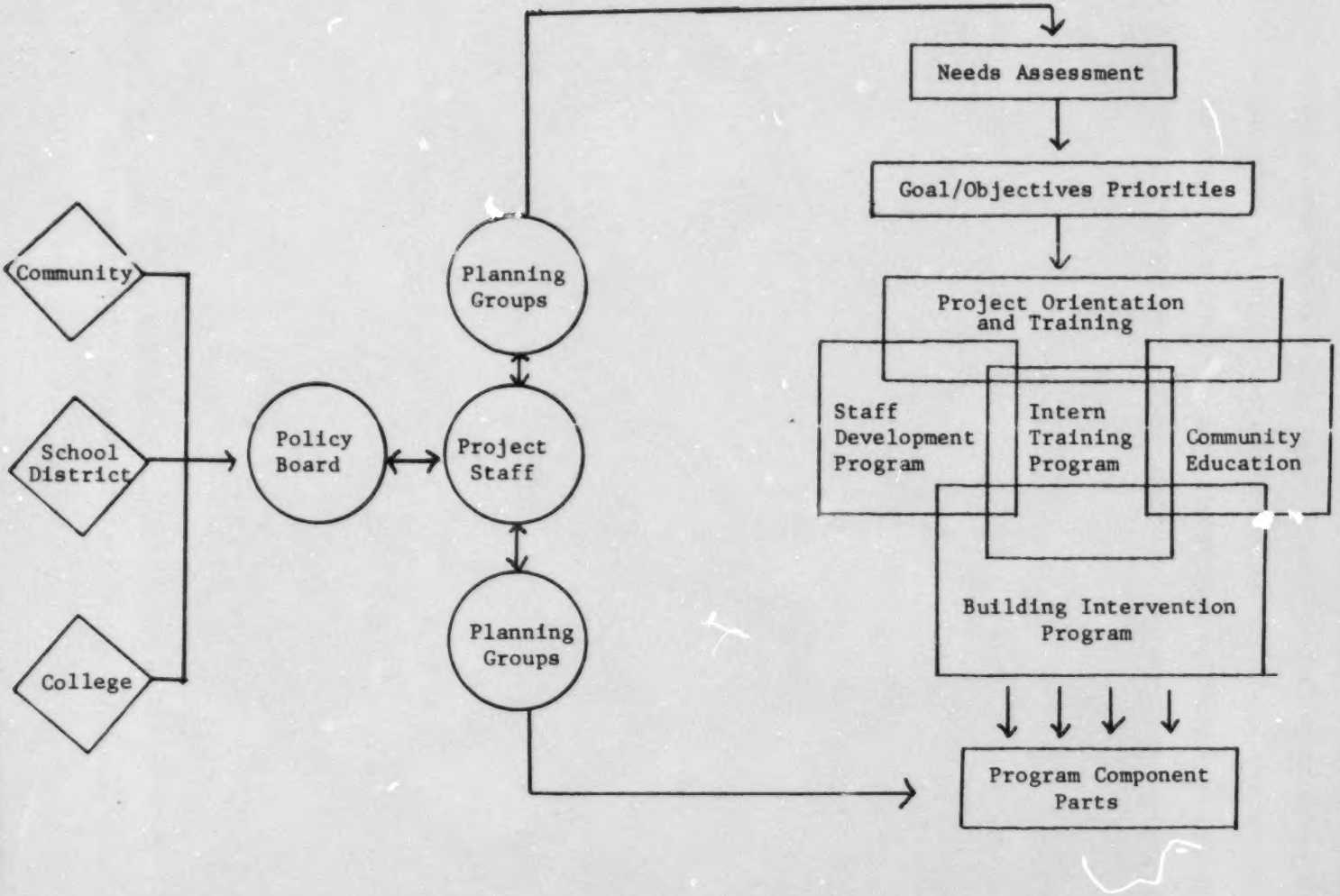

Figure 2

A Collaborative School Improvement
Assessment and Planning Model

School staff assessments began with a district-wide workshop in which staff from all five district schools, respectively, grouped themselves by interest in the respective subject areas. These groups worked with college experts for each of the identified subject areas to investigate needs and assessment strategies, to design instruments, and to review the "state of the art" in subject areas.

Subsequently, a school staff task force in each subject area was formed at each of the district's five schools. Two "school climate" task forces were formed at the High School both because of teacher interest and because of staff size. These task forces, chaired respectively by 26 teachers, refined instruments and conducted needs assessments in their buildings. All of the nearly 200 professional staff members participated. Though a variety of instrument formats was used (rank ordering, strength of agreement/disagreement, and importance-reality differentials), all task forces identified needs which were submitted to the Project Staff. The staff included both full-time school personnel and full-time college faculty.

Two assessments of school needs were conducted by members of the Community Council. Trained by college faculty, they visited about 100 homes in pairs and conducted structured interviews with residents who included both parents and non-parents in the school district. Information gained from the interviews provided the basis for a needs assessment survey which was delivered to all homes in the school district. Members of the Community Council, together with other volunteer residents and students, conducted a door-to-door pick up of completed surveys. Results of the survey data analyses by Project Staff were presented to the elected community council.

A third needs assessment was conducted among all upper-elementary, junior and senior high school students using a survey instrument parallel to the one used in the community.

Goals, Objectives and Program Priorities

A next step was the formation of Subject Area Committees whose initial tasks were two: (1) review reported results of all needs assessments and (2) construct Project goals and specific objectives in each of the five areas. Figure 3 identifies the Subject Area Committees and illustrates their relationships with the other needs assessment and Project planning groups--the school staff building task forces, the elected Community Council, the Project Staff, and the Systemwide Planning Committee. The latter group included membership of the Subject Area Committee teacher-chairpersons, school principals, Community Council representatives and college faculty as well as the school district's Director of Instruction and Personnel, the Project Director, Program Development Specialist and On-Site Coordinator.

As few as four and as many as 17 goals were constructed in the five subject areas, and each goal was further delineated by a number of specific program objectives constructed to describe Project participant outcome behaviors. The goals and objectives became the basis for all subsequent Project planning for five types of programs identified--remaining Project training and orientation, an inservice staff development program, a preservice intern training program, a community development/education program, and a school interventions program. Although each program is identified as a discrete Project entity, it should be pointed out that, as displayed in Figure 2 above, there was overlap among programs.

Elements and parameters of each program were delineated by the Project Staff based on considerations of project resources and constraints, i.e., time commitments from school personnel for staff development, university degree requirements for the interns, school district initiatives in community education, cooperation from school principals for building interventions,

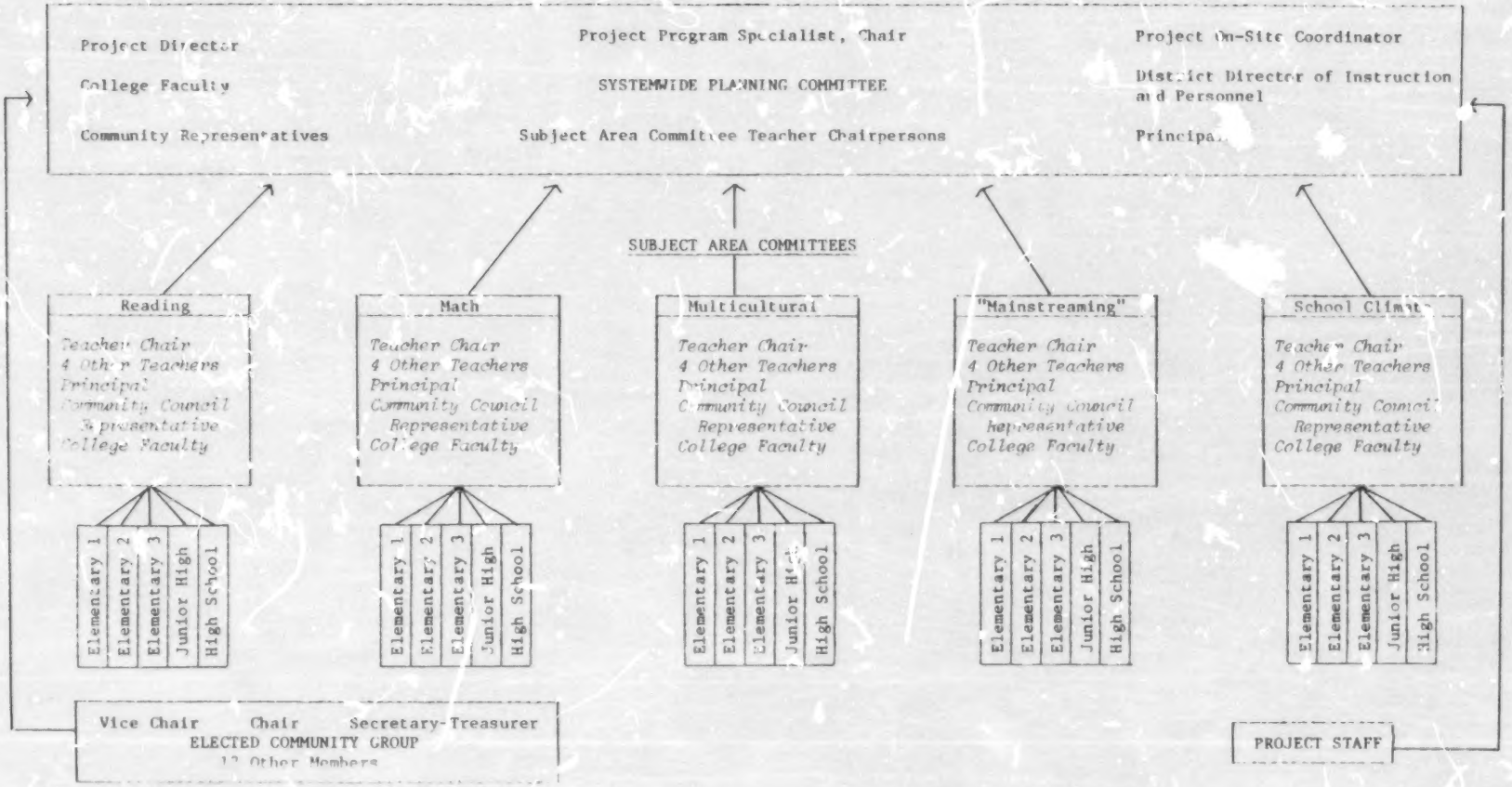

Figure 3

Subject Area Committees and Other Project Planning Groups

available college faculty and outside consultant expertise, time, and fiscal resources.

In addition, program goal priorities were established. Following completion of their construction by the Subject Area Committees, a list of all program goals was submitted to all school personnel who were asked to rank order goals, first, within each subject area and, secondly, across all areas. Analyses of the rank orderings were the basis for identifying both individual building and district-wide program goal priorities for orientation, staff development, community development/education and school and intern interventions. Priorities informally identified by the elected Community Council were a basis for delineating elements of community education.

Program Components

Figure 4 identifies components of the staff development program. The proposed program design was submitted by the Project Staff to the Systemwide Planning Committee for review and modification prior to further planning and implementation of specific components.

Planning and implementing of program components involved the use of collaborative planning groups which represented particular school-community-college interests. In each case, identified program goal(s) and objectives constructed by the Subject Area Committees served as the point of departure for subsequent planning and implementation of program components.

A variety of delivery systems was used to deliver staff development program components on-site. University credit courses, non-credit workshops for particular schools and school/community role groups facilitated addressing of identified needs at appropriate stages of change behavior from awareness to limited use. Summer training institutes, curriculum development, teacher minigrants, a spring festival and conference, school interventions and project

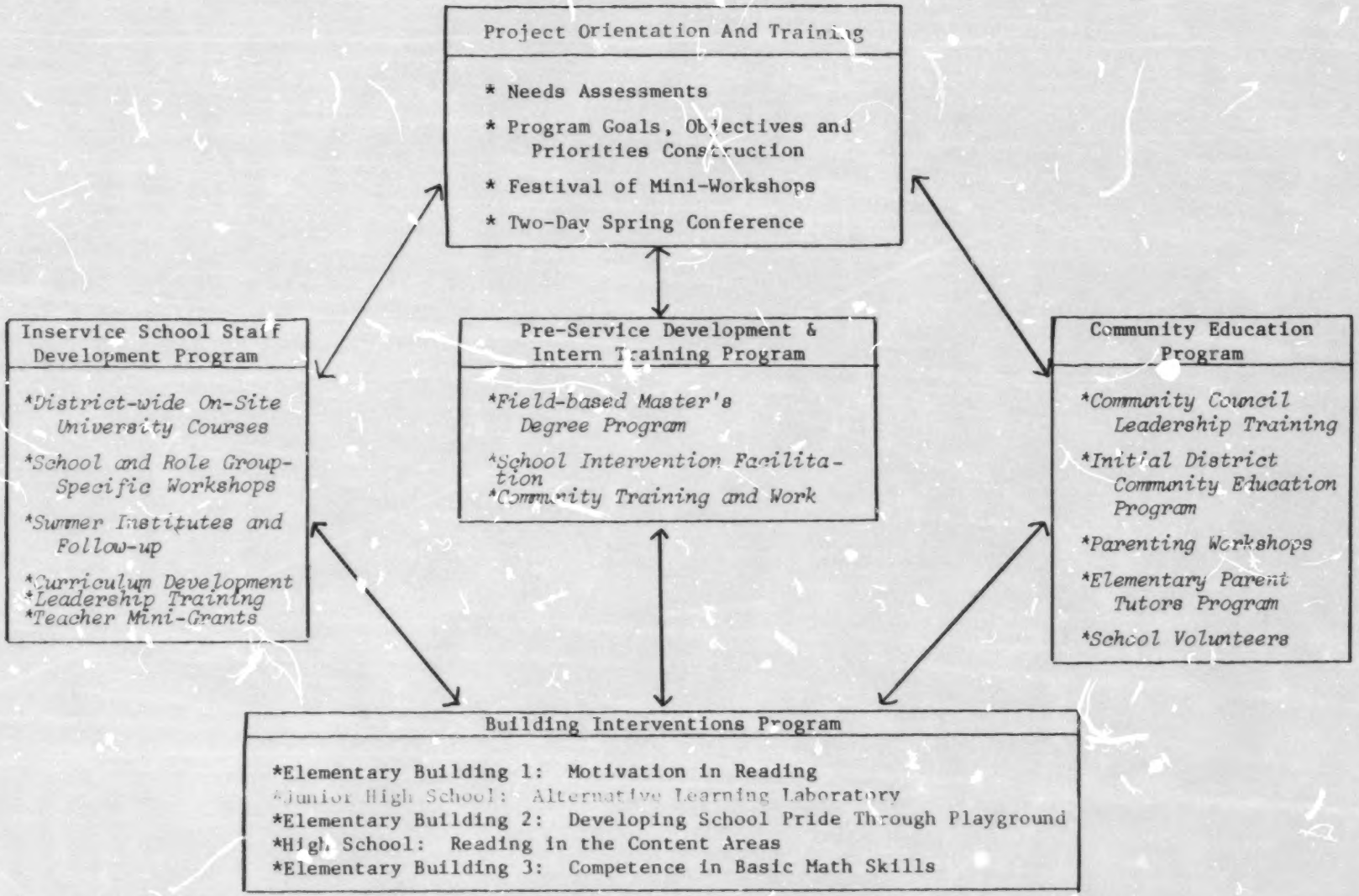
Project Orientation And Training
* Needs Assessments
* Program Goals, Objectives and Priorities Construction
* Festival of Mini-Workshops
* Two-Day Spring Conference
Inservice School Staff Development Program
*District-wide On-Site University Courses
*School and Role Group-Specific Workshops
*Summer Institutes and Follow-up
*Curriculum Development
*Leadership Training
*Teacher Mini-Grants
Pre-Service Development & Intern Training Program
*Field-based Master's Degree Program
*School Intervention Facilitation
*Community Training and Work
Community Education Program
*Community Council Leadership Training
*Initial District Community Education Program
*Parenting Workshops
*Elementary Parent Tutors Program
*School Volunteers
Building Interventions Program
*Elementary Building 1: Motivation in Reading
*Junior High School: Alternative Learning Laboratory
*Elementary Building 2: Developing School Pride Through Playground
*High School: Reading in the Content Areas
*Elementary Building 3: Competence in Basic Math Skills

Figure 4

Components of Staff Development and School Improvement

training activities focused in varying degrees on the development of personnel competencies necessary to improve school climate. The project integrated pre- and inservice staff development and included relevant community education programming as well.

The Project Staff made some overall programming decisions: (1) to group prioritized goals and objectives into appropriate topics of concern which could constitute the content of a course or workshop, (2) to assign titles to the course and workshop content and (3) to designate which topics would be offered as full quarter courses and which would be offered as workshops.

Furthermore, it was decided that: (1) topics focusing on complex issues related to a large number of goals and objectives would be addressed in quarter courses, (2) topics which were of high interest district-wide would be addressed in quarter courses, (3) topics focusing on less complex issues and skills would be addressed in workshops, (4) topics limited in interest to specific school(s) or grade level(s) would be addressed in workshops, and (5) topics related to school climate, as a program area, and focusing on discipline and teacher stress, would be addressed in a summer institute.

Subsequent planning for course offerings was based on several assumptions about the courses and workshops:

1. All courses would be offered on-site.
2. All courses offered would carry four hours of graduate credit (or undergraduate, if so determined by a participant) to correspond to regular graduate courses on campus.
3. All courses offered would be those which address high priority goals.
4. All courses offered would be further developed by the Subject Area Committees which would operate in Years Two and Three.
5. All courses offered will adhere to the college's Competency Based Teacher Education principles and procedures.

6. All courses offered will adhere to requirements of the Graduate School, The University of Toledo.

The courses included the goals and objectives originally written by the Subject Area Committees. However, the objectives were refined and expanded, varied activities were planned, products which were classroom applicable were selected, and criterion-referenced assessment and performance evaluation were planned.

The workshop formats did not adhere to graduate course standards or CBTE requirements. Nonetheless, the objectives, judged to be appropriate for workshop delivery, were refined and expanded, motivating experiences were cued to objectives and appropriate time frames in terms of the number of hours necessary to accomplish the objectives. Workshops varied from half-day inservice sessions to after-school and Saturday sessions. The chairpersons of each of the building task forces assisted in planning school workshops.

Tables 1-3 in the Appendix summarize participation in project programs. Seventeen university on-site quarter courses involved 430 school staff participants, including four preservice interns.* In all, 119 different staff members (55%) enrolled in courses; the level of participation varied from school to school (63-200% in year two; 38-130% in year three) and from 133% in year two to 90% in year three.

A variety of non-credit activities accounted for 225 hours of staff development which involved all school staff. In addition, the credit and non-credit activities utilized some 25 planning groups. More complete descriptions of courses and workshops as well as descriptions of the summer training institutions, curriculum development, the individual school interventions and other school staff activities is contained in a series of project documents cited in the References.

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*The interns also participated in two courses each and an independent study on-campus during the summers.

The preservice teacher intern program followed requirements of the College and Graduate School for the master's degree. It also met the newly-implemented state standards for teacher education.

The interns completed 57 quarter credit hours master's programs in elementary and secondary education which included study in four areas, (1) curriculum theory, (2) socio-psychological foundations, (3) instructional strategies, and (4) measurement. Study was facilitated through on-site courses with school staff (44 hours), on-campus coursework (8 hours) and independent study, including individual "master's projects" (5 hours).

The preservice program gave attention to state mandates, including collaborative arrangements for integrated field experience, curriculum reflecting comtemporary social concerns and "mainstreaming" mandates.

Project guidelines for intern participation stipulated:

1. Interns will spend 50 percent of their time in the schools.
2. Interns will work <u>with</u> regularly employed contract teachers.
3. Interns will operate as a team in a project school.
4. Interns will work under the guidance of the team leader.
5. Interns will not be permitted to provide substitute services for the schools.
6. Interns will have a variety of experiences in the schools.
7. Interns are not student teachers, having completed student teaching prior to internship appointment.
8. Interns will have field experiences which are integral to course work offered on-site and on campus when possible.
9. All field experiences will be planned to provide the optional setting for application of principles and practices learned at the knowledge level.

The intern supervisory teams insured that the above assumptions were acted upon. The teams also insured that the interns had (1) smooth entry into each project school, (2) continuing positive environments in which

to function, (3) opportunity to make efficient and worthwhile use of time, and (4) classroom settings which provided the optional opportunity to experience integration of content and field application.

In addition, the interns' involvement in each of the Project's schools on a rotating basis facilitated Project access to schools and Project intervention activities which addressed high-priority staff development needs for the respective schools.

The interns' community training and experiences focused on assisting the Springfield Community Council in its efforts to increase community awareness, interest and involvement in project schools. These experiences included:

1. Work with Community Council members to acquire an in-depth understanding of the community.
2. Assistance to the Community Council in the identification of community resources and in the publication of a community resources handbook.
3. Assistance in the training which will be provided in the Parent/Community Education Program.
4. Assistance to the Community Council in developing a volunteer program in the schools, including both aide and consultant resource persons.
5. Assist the Community Council as it considers a Senior Citizen program.
6. Service as tutors.

The project integrated preservice and inservice training. The model for integrative delivery of the preservice/inservice education included:

1. Field-based academic coursework for interns.
2. Individual assistance for the classroom teacher via the faculty team.
3. Collaborative planning for preservice/inservice for courses and field experiences.
4. A common core of instruction for the interns and classroom teachers combined.

In addition, when teachers and interns were enrolled in the same course and from the same assigned intern school, the intern supervisory team scheduled intern participation in classrooms of inservice teachers. The interns and teachers involved implemented learned strategies together.

Improved personnel development was not confined to school staff development. The Project involved collaboration with community, community education, and school staff-community interaction. Theoretical framework and description of the Project's community education component is described and assessed elsewhere (Gress, 1983).

THE STUDY

The objectives of this study were to validate implementation of the Project's staff development model and to assess its impact on school climate. Both descriptive and assessment data were used. The study constitutes a summative evaluation of the UT/Springfield Project's staff development program.

Validation and assessment data were collected at five stages of staff development planning and implementation: (1) concurrently with the initial needs assessment, (2) following planning of respective program elements (i.e., individual courses, workshops, school interventions and so on), (3) quarterly following implementation of program elements, (4) annually with respect to selected affective dimensions of school climate, and (5) at the Project's conclusion. Data were collected both as a part of project activity and in an independent evaluation.

The Project's comprehensive needs assessment is described above. The needs assessment data were utilized not only as a basis for the construction

of program goals and objectives but, with the student achievement data presented above, also as a baseline for subsequent evaluations.

Feedback was gathered systematically from course and workshop planning group members, from curriculum committee and intern supervisory team members, and from members of other project planning groups, to assess planning processes and products. The feedback focused on whether planning were collaborative, whether the instructor(s), consultant(s) or other experts were knowledgable and helpful, and whether a syllabus or other activity plan were objectives-based, consistent with potential participant interests, and related to classroom or other school area competencies.

Quarterly, feedback was gathered from participants about completed courses, workshops, curriculum committee progress, school interventions and other sta-f development activities. This feedback assessed participant attainment of specified objectives, activity satisfaction, instructor/consultant/expert effectiveness, and school application(s).

An on-going study was made of identified affective school climate needs determined to be greatest by the respective school staffs in the original needs assessment. Two annual follow-ups each gathered data parallel to that collected in the needs assessment. The validation and assessment data collected at the project's conclusion constituted a third follow-up. These data were compared to observe and assess patterns of change over the course of the project. A study reported elsewhere by Gress and Inglis (1982) describes the first three stages of the study and reports its findings more fully.

At the conclusion of the project, three kinds of data were assembled which were a basis for this study. First, data were collected from the school district's staff which paralleled the original needs assessment;

multiple matrix sampling was used to assemble data related to the project's five subject areas from staff in the district's respective schools. Perceptions thus obtained were compared with baseline data to assess the extent to which originally identified needs had been addressed and, where possible, the extent to which change had occurred. Secondly, a survey which included items from the original community assessment of school needs was conducted among identified parents for each of the district's five schools; parents associated with more than one school were assigned only one school for the survey. A similar survey was conducted among a sample of community residents who did not have children in the schools proportionate in size to those included in the original assessment. Again, perceptions thus obtained were used to assess needs satisfaction and change. Finally, all issues of the project's newsletter which contained detailed documentation of all staff development activity as well as minutes of project planning groups were assembled and reviewed in relation to staff development.

FINDINGS AND CONCLUSION

The school staff needs assessments established 158 specific needs school-by-school in the five subject areas: (1) reading, (2) mathematics, (3) school climate (affective areas), (4) multicultural, and (5) "mainstreaming." The community assessments established 23 more generalized needs in five categories; (1) motivation-learning environment, (2) individual opportunity-attention, (3) curriculum and achievement, (4) facilities, equipment and materials, and (5) school-community relations.

Staff Development Planning Model

As documented in quarterly project reports, staff development course and workshop planning committees met the criteria established in the

collaborative decision-making model. Reported plans were objectives-based, consistent with participant interests, and focused on classroom and other school competencies. Other project planning activities were assessed similarly.

Program Components

Tables 4 and 5 in the Appendix display summary indices for courses and workshops respectively. The four indices are: (1) objectives attainment, (2) activity satisfaction, (3) instructor/consultant effectiveness and (4) classroom utility. Given a scale of 1 (most negative) to 6 (most positive), participant responses for individual courses (Table 4) ranged between 3.33 and 5.99 for the four indices; average indices were 4.94, 5.09, 5.42 and 4.83 for the respective indices. In the case of workshops (Table 5) the range was between 3.03 and 6.00; averages were 4.80, 4.73, 4.90 and 4.22. In addition, school staff members reported 433 cases of classroom and other school use of course and workshop processes and products.

Assessments of the individual quarterly school interventions facilitated by project interns were positive as documented in the respective project reports. School staff responded favorably to the staff development models thus introduced.

Teachers overwhelmingly rated reading motivation activities at Holland Elementary both interesting and effective, especially the introduction of approximately 900 tradebooks. Eighty-five percent of parent respondents to a mail survey reported positive student attitudes in reading; 40 percent reported attitudes more positive following intern activities. Results of a student attitude inventory of all elementary students in the school district showed significantly more positive student attitudes toward reading at Holland than at the other schools.

Following implementation of a Junior High Learning Lab, student absenteeism among participants decreased 20 percent, and students completed 75 percent of the assigned work. Modest student gains on reading, spelling and mathematics achievement tests were scored, and student grades for work in the Lab averaged B compared to F previously. Teachers who participated in Lab planning and evaluation were positive about intern activities. Junior High staff continue to provide learning alternatives for otherwise "low achievers."

Ninety-eight percent of its students responded positively to school pride events conducted at Crissey Elementary. Parents demonstrated positive response in their volunteer work and financial support. Teachers were unanimously positive about intern activities, especially playground equipment and program improvements.

Students at Springfield High School were 96 percent positive in their responses to intern tutoring, especially to the extra assistance and improved rapport involved. The High School principal voluntarily gave very positive formal written response to intern activities. High School teachers were unanimously positive in their responses.

Project Follow-up Findings

Tables 6 through 10 in the Appendix present original (December, 1979) and follow-up (June, 1982) school staff needs satisfaction indices. In the original assessment, described above, the school task forces were given latitude in instrument construction. Thus, indices for 1979 were unavailable in cases where only rank orderings or simple listings of perceived needs were reported. Since a standardized instrument was used, however, follow-up needs satisfaction indices were available, and they are summarized in Figure 5 which related index ranges to stages of change identified in the rationale presented above. Where comparative indices also were available, assessment of change was made.

		Project Subject Area									
		Reading		Math		Climate		Multicultural		"Mainstreaming"	
Perceived Status Index*	Stage of Change	N	%	N	%	N	%	N	%	N	%
3.51-4.0	Institutionalization	1	2.9	1	2.9	-	-	-	-	-	-
2.51-3.5	Limited Use	23	67.7	18	52.9	21	48.8	13	54.2	10	43.5
2.01-2.5	Preparation	10	29.4	10	29.5	18	41.9	9	37.5	11	53.8
1.51-2.0	Acceptance	-	-	5	14.7	4	9.3		8.3	2	8.7
1.00-1.5	Awareness	-	-	-	-	-	-		-	-	-

*Response Scale: 4 = Always True
3 = True More Often Than Not
2 = Somewhat True
1 = Untrue

Figure 5

1982 School Staff Needs Satisfaction Summary

As summarized in Figure 5, school staff members reported that their behaviors had moved beyond the awareness stage in all cases in all five project subject areas. In a few cases of need (N = 13 across areas), reported school staff behavior was at an acceptance stage of change. In 58 cases, behaviors demonstrated preparation for change, and they demonstrated limited use of change in 85 cases. Institutionalization was reported in two cases. Thus, most reported behaviors are at the stage of limited use of new products and processes introduced via staff development to address identified needs; this varies from 43.5 percent of the "mainstreaming" needs to 67.7 percent of the reading needs. In addition, needs satisfaction comparisons available in the areas of mathematics and of identified school climate affect demonstrate improvement in all 68 cases.

Results of the 1981-82 Educational Development Tests showed improvement both in ability and achievement percentiles in reading as well as mathematics for the Springfield students tested. Individual school staffs reported progress in basic skills development as well.

Community Response

As reported by Gress (1983), responses to a final community survey, conducted by school population, revealed significant improvement for 22 of 23 needs. Tables 11 and 12 display comparisons of the original and follow-up needs assessments both for the entire community and for parents associated with individual schools. The community survey confirms other staff development findings reported here and evidences greatest improvements in the categories of motivation-learning environment and school-community communication. Parents responses, very positive expressions of needs satisfaction across-the-board, were particularly positive among the elementary school groups.

Rising Expectations

Table 13 displays indices for selected affective dimensions of school climate identified initially as high priority needs by the respective schools and reassessed in three subsequent teacher surveys. Figure 6 graphs five patterns of change identified and reported earlier (Gress and Inglis, 1982, p. 27): (1) pattern A--consistent improvement, (2) pattern B--overall improvement with some slippage, (3) pattern C--overall deterioration following initial improvement, (4) pattern D--more recent improvement but overall deterioration, and (5) pattern E--consistent deterioration. As reported (p. 35):

> . . . patterns of school climate change evidence consistent improvement for nearly 80 percent of the needs reassessed . . . Some slippage . . . is apparent for about (an additional) 8 percent (with overall improvement).

In addition, it should be noted that ". . . for nearly half of the needs reported, there has been some rising expectations expressed," (p. 35). Examination of Table 13 reveals continuing improvement in only about 70 percent of the cases studied. This may reflect, to some extent, a change from December to June for the time of the fourth data-collection. In any case, inspection of these end-of-project data also reveals the "rising expectations" phenomenon. It appears to be the case that observed fluctuation of these needs indices over time is largely a function of alternate rises in expectations and improvement of the actual situation. Successful addressing of a need leads gradually to further success through a process of fluctuations in school staff perceptions. This process is compatible with the model of overall school climate improvement presented at the onset.

Impact on the College

Findings with respect to the staff development capabilities of the college can also be reported. The college's recognized CBTE expertise and

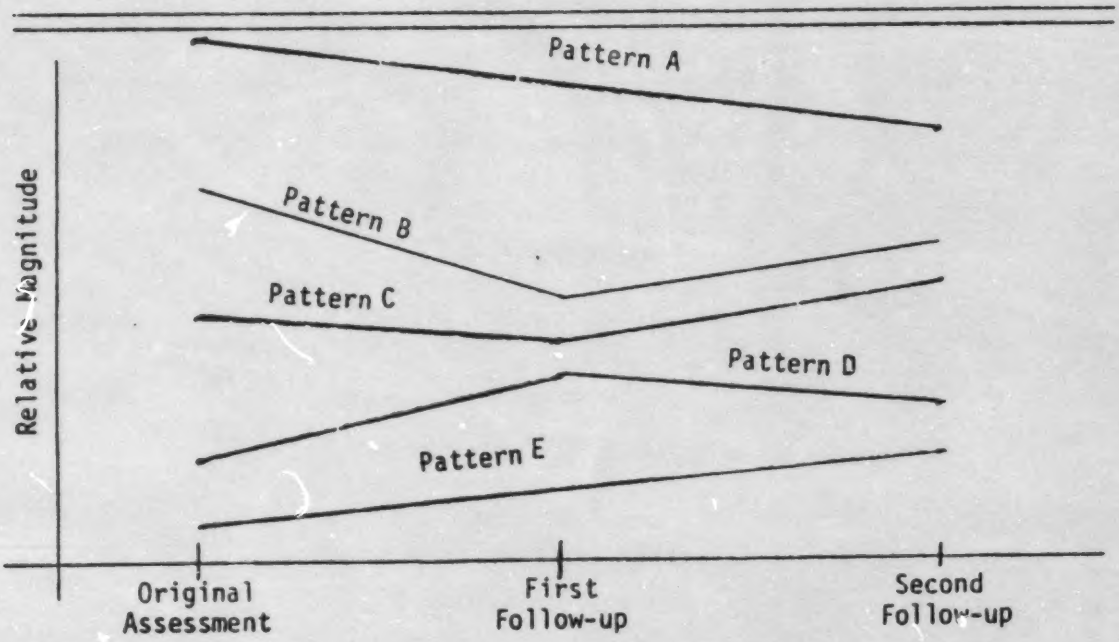

Figure 6
Patterns of Need Index Change

cooperation with area schools was extended, first, by a focus on professional competencies in graduate level instruction and, secondly, by the involvement of potential students in planning on-site courses. The college also now possesses a model for school district staff development which can be utilized to reallocate resources to address changing professional needs. In addition, new college courses in school climate and multicultural teaching strategies have been developed as has expertise in problem-solving strategies in mathematics. Finally, the field-based intern program model offers promise for further graduate programming and for entry year teacher support.

Conclusion

Findings of the study demonstrate that The UT/Springfield Project's staff development program was effective in addressing identified school improvement needs. It can be concluded that effectiveness was a result of planning, implementing and evaluating staff development in the context of a more comprehensive school improvement project. Such a project, it can also be concluded, should in turn, conceptualize staff development in a school climate context, and it should utilize principles of competency-based teacher education and educational change.

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"An Initial Assessment of Year Two Activities";

"An Assessment of Winter, 1981, Staff Development Activities";

"An Assessment of Spring, 1981, Staff Development Activities";

"An Assessment of Summer-Fall, 1981, Staff Development Activities";

"An Assessment of Winter, 1982, Staff Development Activities";

"Summary and Assessment of Spring, 1982, Staff Development and Overview of 1980-82 Staff Development Assessments";

"Motivation in Reading: An Assessment of the Holland Elementary Project Intervention";

"A Learning Laboratory Model: An Assessment of the Springfield Junior High Project Intervention";

"Student Attitudes and the School Playground: An Assessment of the Crissey Elementary Project Intervention";

"Reading in the Content Areas Improvement: An Assessment of Springfield High School Project Intervention;"

"Mathematics 'Hotline' and Other Math Motivation Activities: An Assessment of Dorr Elementary Project Intervention."

The University of Toledo: the Project, 1981 and 1982.

Appendix

Table 1. Participation in Teacher Corps Credit Course Staff Development, 1980-82

	N Participants							Course Credit Hours	Student Credit Hours
	High School	Junior High	Crissey	Dorr St.	Holland	Other*	Total		
1980-81									
N Staff	55	35	19	30	44	13	196		
SUMMER QUARTER:									
Ohio Teacher Institute (Gress et al)	7	12	8	1	16	9	53	4	212
Intern Seminar (Nussel)			-	-		4	4	2	8
FALL QUARTER:									
Ohio Teacher Institute (Gress et al)	6	12	10	1	16	8	53	2	106
Reading in Content Areas (Henning)	6	5	-	1	5	4	21	4	84
Curriculum Development (Gress & Jacobi)	5	5	5	8	7	7	37	4	148
WINTER QUARTER:									
Intern Independent Study (Inglis)	-	-	-	-	-	4	4	1	4
Introduction to Multicultural (Nussel & Lopez)	3	4	1	2	3	4	17	4	68
"Mainstreaming"/Exceptional Child (Price)	2	2	5	1	6	6	22	4	88
SPRING QUARTER:									
Multicultural Methods (Ahern)	-	-	8	3	7	7	25	4	100
Instructional Strategies/Secondary (Schaff et al.)	8	12	-	-	-	-	20	4	80
Independent Study/Curriculum (Gress)	1	-	1	2	-	-	4	2	8
Total	38	52	38	19	60	53	260		906
% Enrollment Participation	69	149	200	63	136	108	133		
1981-82									
N Staff	55	33	18	30	40	12	188		
SUMMER QUARTER:									
Individualization Workshop (Gress et al)	5	10	1	4	8	4	32	4	128
Intern On-Campus Courses	-	-	-	-	-	4	4	8	32
FALL QUARTER:									
"Mainstreaming" Methods (Carroll)	4	8	1	2	10	5	30	4	120
Testing (Jurs)	4	2	3	5	9	5	28	4	112

Table 1 (Cont)

	N Participants							Course Credit Hours	Student Credit Hours
	High School	Junior High	Crissey	Dorr St.	Holland	Other*	Total		
WINTER QUARTER:									
Individualizing Reading/Elementary (Inglis)	-	1	3	3	12	4	23	4	92
Individualizing Reading/Secondary (Henning)	4	6	-	-	2	1	13	4	52
SPRING QUARTER:									
Multicultural Literature (Inglis & Dixon)	4	6	8	4	11	4	37	4	148
Intern Master's Project (Inglis)	-	-	-	-	-	3	3	2	6
Total	21	33	16	18	52	30	170		690
% Enrollment Participation	38	100	88	60	130	125	90		
N Staff -- 1980-82	61	37	21	34	47	15	215		
Total Different Staff Participation	23	21	15	16	35	13	119**		
Overall Participation%	38	57	71	47	74	87	55		

*Includes district administrators, county and special contract staff, and project interns.
**Four persons participated in courses during assignments at two schools each.

Table 2. School Staff Participation in Non-Credit Teacher Corps Activities, 1979-82.

Activity/Session(s) (Consultant(s))	N Participants							Activity Hours	Participation Hours
	High School	Jr. High	Crissey	Dorr St.	Holland	Other*	Total		
1979-80									
Opening Day (Galloway)	54	33	18	29	40	3	177	1	177
Needs Assessment Inservice (Gress et al)	52	31	16	24	38	1	162	3	486
Reading "Make It-Take It" (Carmen and Dellosa)	5	5	6	15	20	1	52	5	260
Ohio State/Southwestern Visit (Carroll)	2	2	2	2	2	1	11	5	55
Spring Festival Sessions	23	13	24	17	26	--	103	2	206
Napoleon Conference (Hazard-Birch-Bartlette)									
Friday Session	--	--	--	3	3	1	7	3	21
Friday-Saturday Sessions	8	6	5	--	4	2	25	8	200
Saturday Sessions	--	--	--	2	--	--	2	5	10
Administrator Inservice (Smith)	1	1	1	1	1	1	6	8	48
Total								40	1463
1980-81									
Opening Day (Betances)	55	35	19	28	43	10	190	1	190
Reading Motivation Strategies (Sandberg)									
1st Session	--	--	--	--	23	5	28	3	84
2nd Session	--	--	--	--	25	5	30	3	90
3rd Session	--	--	--	--	26	4	30	3	90
School Discipline (DeMedio)									
1st Session	--	32	--	--	--	1	33	2	66
2nd Session	--	17	--	--	--	--	17	3	51
3rd Session	--	16	--	--	--	--	16	2	32
4th Session	--	13	--	--	--	--	13	2	26
Student Motivation (Singleton)									
1st Session	54	--	--	--	--	1	55	2	110
2nd Session	15	--	--	--	--	--	15	3	45
3rd Session	16	--	--	--	--	--	16	2	32
School Climate Presentations (Noli)	53	33	18	27	44	5	180	2	360
Mathematics Strategies (Gibney)									
1st Session	--	--	15	28	7	3	53	2	106
2nd Session	--	--	11	10	--	--	21	3	63
3rd Session	--	--	12	15	--	3	30	3	90

* Includes district administrators, county and special contract staff, and project interns.

Table 2 (cont.)

Activity/Session(s) (Consultant(s))	N Participants							Activity Hours	Participation Hours
	High Sch	Jr. High	Crissey	Dorr St.	Holland	Other*	Total		
"Quest" (Ahern and Hurst)	10	--	--	--	--	--	10	6	60
Curriculum Committees (Gress and Jacobi)									
Elementary Reading (Inglis)	--	--	3	2	3	1	9	**	63.25
Secondary Reading (Henning)	3	4	--	--	--	--	7	**	92
Elementary Mathematics (Gibney)	--	--	2	3	6	--	11	**	49
Secondary Mathematics (Dilley)	5	6	--	--	--	--	11	**	81.5
Administrator Inservice (Saxe et al)	1	1	1	1	1	2	7	15	105
Total								132.5	1885.75
1981-82									
Diagnostic-Prescriptive Math/ CMI (Gibney and Jacobi)									
1st Session	--	--	18	30	37	4	89	2	178
2nd Session	--	--	18	29	35	4	86	2	172
Content Area Reading (Henning)									
1st Session	55	33	--	--	--	--	88	2	176
2nd Session	54	32	--	--	--	--	86	2	172
January 18th Inservice (Peterson et al)	55	34	18	30	39	4	180	5	900
Problem-Solving (Gibney)									
1st Session	--	--	11	13	1	3	28	1.5	42
2nd Session	--	--	--	--	14	--	14	1.5	21
3rd Session	--	--	--	--	9	--	9	1.5	13.5
4th Session	--	--	10	3	8	3	24	1.0	24
Administrator Inservice (Carroll and Jacobi)	1	1	1	1	1	2	7	15	105
Administrators w/Community Council (Bowers et al)	1	1	--	1	1	4	8	7	56
Computer Literacy (Bernhard)***									
1st Session	8	5	11	7	13	9	53	2	106
2nd Session	8	6	10	7	13	9	53	2	106
3rd Session	7	5	11	6	10	9	48	2	96
4th Session	6	4	11	6	8	8	43	2	86
5th Session	6	3	11	7	9	7	43	2	86
6th Session	6	3	--	--	--	1	10	2	20
Total								52.5	2359.5

** Individual participation and committee sessions varied; in addition, time for six participants who received course credit is not included here.

*** Three separate series were conducted; one included six sessions, the others included five each.

Table 3. Community Participation in Teacher Corps Development/Education 1979-82

Activity/Session(s) (Consultant(s))	Hours	Participants	Participation Hours
1979-80			
Community Council Leadership Training*			
October Sessions (Collins and Vance)	10	13	130
November Session (Ridgley)	2	9	18
February Session (Masla)	3	15	45
May Session (Smith)	3	9	27
Needs Assessment Training	3	5	15
Ohio State/Southwestern Visit (Carroll)	5	5	25
Reading Tutors Training (Inglis)	12	14	168
Napoleon Conference (Hazard-Birch-Bartlette)	8	16	128
Total	46	86	556
1980-81			
Community Council Leadership Training (Masla)			
December Session	3	16	48
May Session	4	10	40
Teacher Institute (Gress et al)			
Summer Session	2	6	12
Fall Session	2	7	14
Community Education Planning (Yaeger et al)	3	5	15
Nutrition/Physical Fitness Program (Cromwell and Durstine)			
Series I	16	50	800
Series II	12	33	396
Total	42	127	1325
1981-82			
Community Council Leadership Training*			
October Session (Inglis)	3	5	15
March Session (Bowers et al)	6	16	96
Parenting Course			
1st Session (Handwork)	2	40	80
2rd Session (Handwork)	2	12	24
3rd Session (Sandberg)	2	25	50
4th Session (Sandberg)	2	44	88
School Volunteers Training			
Crissey Elementary	9	6	54
Junior High	3	15	45
High School	2	8	16
Total	31		468
"Visit Your Schools Day" (Borror et al)**	1	500	500

*Includes Springfield School Board participants

**Over 500 community residents signed school registers during the school visitation day; it is estimated that they spent about one hour each in the schools.

Table 4. Summary of Participant-Responder (P-R) Feedback, Staff Development Credit Courses, 1980-82.

	Average P-R Agreement/Disagreement Feedback (N Items)*			
Credit Course	Objectives Attainment	Course Satisfaction	Instructor Effectiveness	Classroom Utility
Ohio Teacher Institute	4.74 (39)	4.89 (24)	5.16 (10)	----
Curriculum Development	4.39 (10)	4.20 (3)	4.90 (2)	----
Content Area Reading	5.01 (10)	5.30 (2)	5.60 (2)	5.10 (1)
Multicultural Foundations	4.99 (4)	4.94 (2)	5.50 (2)	4.86 (1)
Exceptional Child	5.25 (4)	5.71 (2)	5.99 (2)	5.45 (1)
Multicultural Methods	5.12 (5)	5.56 (2)	5.57 (2)	4.87 (1)
Secondary Methods	4.76 (9)	5.26 (2)	5.50 (2)	4.88 (1)
Summer Workshop	5.12 (8)	4.96 (16)	5.44 (8)	----
Mainstreaming Methods	4.49 (5)	4.60 (2)	5.53 (2)	3.33 (1)
Testing	5.28 (15)	5.18 (2)	5.64 (2)	4.71 (1)
Individualizing Reading (Elem.)	5.02 (9)	5.13 (2)	5.14 (3)	5.21 (1)
Individualizing Reading (Sec.)	4.82 (8)	5.29 (2)	5.29 (2)	4.86 (1)
Multicultural Literature	5.25 (4)	5.12 (2)	5.21 (2)	5.00 (1)
Average of Averages	4.94	5.09	5.42	4.83

*On the Agreement/Disagreement Scale utilized in all cases, 6 = Strongly Agree, 5 = Mostly Agree, 4 = Agree Somewhat, 3 = Disagree Somewhat, 2 = Disagree Mostly, 1 = Disagree Strongly.

Table 5. Summary of Participant-Responder (P-R) Feedback, Staff Development Non-Credit Workshops, 1980-82.

Non-Credit Workshop	Average P-R Agreement/Disagreement Feedback (N Items) Objectives Attainment	Workshop Satisfaction	Consultant Effectiveness	Classroom Utility
Administrators I	----	----	----	----
Reading Motivation	5.13 (6)	5.35 (2)	5.60 (3)	4.90 (1)
School Discipline	4.88 (8)	5.00 (2)	5.43 (3)	4.80 (1)
Student Motivation	4.96 (9)	4.85 (2)	5.35 (2)	4.10 (1)
Math Strategies	5.19 (7)	5.16 (2)	5.79 (3)	4.79 (1)
Curriculum Committee*	----	4.30 (2)	5.88 (1)	4.30 (4)
Quest	5.03 (5)	5.22 (2)	4.76 (3)	4.20 (1)
Curriculum Committee*	----	5.16 (2)	4.00 (1)	----
Administrators II	5.93 (5)	6.00 (3)	6.00 (1)	----
Math CMI	3.74 (7)	3.26 (2)	4.23 (6)	3.03 (1)
Content Area Reading	4.99 (6)	4.28 (2)	5.12 (3)	4.27 (1)
District Inservice	3.90 (9)	4.08 (10)	3.75 (4)	4.57 (5)
Administrators III	----	----	----	----
Math Problem-Solving	4.67 (10)	4.31 (2)	4.85 (3)	3.97 (1)
Computer Literacy	4.40 (9)	4.58 (2)	5.00 (3)	3.48 (1)
Average of Averages	4.80	4.73	4.90	4.22

*Participation in Reading and Mathematics Curriculum Committees constituted part of the non-credit Staff Development Program during Winter-Spring, 1981.

Table 6. Identified School Needs for Reading Instruction, by Building, with 1979 and 1982 Assessment Statistics.

1979[b] Rank		"How True?" Index[a] December, 1979	June, 1982
	Crissey Elementary School		
1	Improving Student Attitudes (1)[c]	d	3.00
2	Teaching Study Skills (2)		3.29
3	Individualizing Instruction (3)		2.87
4	Knowing/Using New Techniques (Current Research) (4)		3.20
	Dorr St. Elementary School		
1	Teaching Comprehension (A1)[c]	d	2.78
2	Using Standardized Test Results for Grouping (B1)		2.92
2	Diagnosing Individual Student Problems (A2)		2.70
2	Knowing/Using New Techniques (Current Research) (B2)		3.23
2	Providing for Gifted/Low Achievers (A3)		2.90
2	Improving Student Attitudes (B3)		2.50
7	Teaching Study Skills (A4)		2.38
8	Teaching Content Area Reading (B4)		2.75
	Holland Elementary School		
1	Knowing Current Children's Literature (C2)[c]	d	3.10
1	Supplementing Ginn Program (A3)		3.00
1	Testing Informally in Classroom (B3)		3.09
4	Knowing/Using New Techniques (Current Research) (B1)		2.55
5	Improving Student Attitudes (A2)		2.64
6	Teaching Comprehension (B2)		3.55
7	Diagnosing Individual Student Problems (A1)		3.33
8	Individualizing Instruction (C1)		3.20

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a Assessment Index based in the following scale:

4 = Always True
3 = True More Often than Not
2 = Somewhat True
1 = Untrue

b Based on comparison of "How True?" indices with 1979 "How Important?" indices.

c Survey Form and/or Item Number, E.g., 1 = Item no. 1; A1 = Form A, Item no. 1; C2 = Form C, Item no. 2.

d Reported in 1979-80 by Building Task Force with rank ordering only.

e Reported in 1979-80 as "additional input" after original compilation of data had been disseminated.

Table 6 (Cont.)

		"How True?" Index	
		December, 1979	June, 1982
	Springfield Junior High School		
1	Improving Student Attitudes (A2)[c]	d	2.33
2	Teaching Study Skills (B2)		2.75
2	Articulating Across Grade Levels (A3)		2.17
4	Teaching Content Area Reading (B1)		2.50
5	Teaching Comprehension (B3)		2.25
6	Diagnosing Individual Student Problems (A1)		2.71
	Springfield High School		
1	Improving Student Attitudes (A1)[c]	d	2.50
2	Teaching Study Skills (B1)		2.82
3	Teaching Comprehension (C1 and C2)		2.37
4	Knowing/Using New Techniques (Current Research) (A2)		2.80
5	Diagnosing Individual Student Problems (B2)		2.40
	* * *		
e	Helping Students Follow Directions (A3)[c]		3.00
	Including Language Usage Criteria in All Grading (B3)		2.60
	Teaching Content Area Reading (C3)		2.36

Table 7. Identified School Needs for Mathematics Instruction, by Building, with 1979 and 1982 Assessment Statistics.

1979 Rank		"How True?" December, 1979	"How True?" June, 1982
	Crissey Elementary School		
1	Motivating "Turned Off" Students (8)	1.75	2.79
2	Teaching Problem-Solving (5)	2.00	2.93
3	Facilitating Solving of "Word Problems" (9)	2.12	2.67
4	Diagnosing Learning Problems (6)	2.25	3.13
	Dorr St. Elementary School		
1	Facilitating Solving of "Word Problems" (B8)	1.56	2.17
2	Motivating "Turned Off" Students (B5)	1.69	2.62
2	Increasing Practicality of Fractions/Decimals/Percentages Instruction (A6)	1.69	2.10
4	Diagnosing Learning Problems (A8)	1.71	3.20
5	Developing Consumer Mathematics (B7)	1.81	2.40
6	Using Up-to-Date Techniques (A7)	1.83	3.10
7	Teaching Standardized Units of Measure (B6)	1.87	2.62
8	Teaching Problem-Solving (A5)	2.00	2.67
	Holland Elementary School		
1	Using Manipulative Materials in Primary Grades (B5)	1.40	3.33
1	Articulation Level-to-Level Instruction (A5)	1.40	2.50
3	Grouping for Instruction (C3)	1.44	3.00
4	Using Supplementary Materials (A4)	1.48	2.75
4	Reinforcing Basic Skills (C4)	1.48	3.27
6	Making Pre-/Post Test Materials Available (B4)	1.60	3.90
7	Being Sensitive to Learning Style Differences (A6)	1.62	2.75
	Springfield Junior High School		
	Facilitating Learning of Math Concepts and Skills for:		
1	Interpreting Graphs (A4)	a	2.00
1	Interpreting Fraction Rations (B4)		2.33
1	Reading/Interpreting One-Dimensional Measurements (A5)		2.33
1	Understanding Percentages (B5)		2.75
1	Mastering Basic Computation Skills (A6)		2.67
6	Reading Large Numerals (B6)		3.00
6	Using Metrics (A7)		1.83
6	Understanding Multidimensional Measurement (B7)		2.00
6	Using Decimals (A8)		2.00

a Reported in 1979-80 by Building Task Force with rank ordering only.

Table 7 (Cont.)

	Springfield High School	"How True?" December, 1979	June, 1982
1	Improving Study/Homework Skills (C4)	1.65	2.00
2	Improving Junior High-High School Articulation (A6)	1.65	2.33
3	Increasing Mastery of Basic Skills (A5)	2.07	2.33
	Facilitating Learning for Students':		
4	Meeting High School Prerequisites (A4 and B4)	2.25	2.49
5	Labeling Parts of Standard Algorithms (B5)	2.04	2.50
6	Meeting Expectations in Non-Math Areas (C5)	2.35	2.55

Table 8. Identified School Needs for "School Climate," by Building, with 1979 and 1982 Assessment Statistics

1979 Rank		"How True?" December, 1979	"How True?" June, 1982
	Crissey Elementary School		
1	Increasing Student Respect (2)[a]	1.00	3.07
2	Enhancing School Discipline (4):		
	...in classrooms	1.00	2.00
	...in other parts of building	1.30	2.13
	...outside building	1.20	2.33
3	Modifying Noise Levels (3):		
	...in classrooms	1.11	3.13
	...in other parts of building	1.40	2.85
4	Improving Student Attitudes (1)	1.04	3.27
5	Improving Staff-Administrator Communication (6)	1.20	3.13
6	Improving School-Community Communication (5)	1.78	3.13
	Dorr Street Elementary School		
1	Enhancing School Discipline (B2):		
	...in classrooms	1.18	2.77
	...in other parts of building	1.38	2.15
	...outside building	1.36	2.00
2	Improving School-Community Communication (A3)	1.36	3.20
3	Modifying Noise Levels (A2): ...in classrooms	1.36	2.67
	...in other parts of building	1.55	2.00
4	Increasing Student Respect (B1)	1.00	2.54
5	Improving Student Attitudes (A1)	1.21	2.10
	Holland Elementary School		
1	Complimenting Staff Members by Principal (A2)	1.62	2.23
2	"Listening to" Teachers' Concerns by Principal (B1)	1.76	2.36
3	Enhancing Professional Fulfillment (C3)	1.83	2.50
4	Securing Classroom Assignments (C2)	1.83	2.64
5	Settling Staff-Administrator Differences Privately (C1)	2.00	2.55
6	Improving Staff-Administrator Communication Concerning Students (B3)	1.96	2.27
7	Providing Adequate Notice of School Schedule Changes (A3)	1.56	2.15
8	Improving Principal's Understanding of Staff Needs (C4)	1.93	2.27
9	Improving Effectiveness of Grade Level Chairpersons in Speaking for Staff (A4)	2.00	3.00
10	Helping Principal Create Positive Climate for Innovation (B2)	1.92	2.45
11	Increasing Consistency of Discipline (A1)	2.21	2.31
12	Improving Parent Understanding of Grade Criteria (B4)	2.13	2.18

[a]Survey Form and/or Item Number (Part B, respectively) e.g., 2 = Item No. 2; B = Form B, Item No. 2.

Table 8 (cont.)

	Springfield Junior High School		
1	Making Achool Activities Available which Allow Students' Setting Realistic Expectations (A1)	1.55	2.57
2	Enhancing Appropriateness of Counselor's Approaches (B1)	1.53	1.67
3	Improving Teacher-School Board Communication (A5)	1.80	2.29
4	Increasing Consistency of Discipline (A2)	1.11	3.00
5	Enhancing Professional Fulfillment (B4)	1.37	2.33
6	Helping Principal Create Positive Climate for Innovation (A4)	1.55	2.57
7	Improving School Community Communication (A3 and B2)	1.80	3.10
8	"Listening to" Teachers' Concerns by Principals (B2)	1.15	2.33
	Springfield High School		
1	Improving Student Attitudes (A2)	1.91	2.38
2	Increasing Consistency of Discipline (B2)	1.62	2.91
3	Enhancing Community Pride in School (B1)	1.31	3.09
4	Administering School Policies More Uniformly (A1)	1.31	2.75
5	Making Faculty Working Relationship Closer (C2)	1.41	2.27
6	"Listening to" Teachers' Concerns by Principal (C1)	1.68	2.64

Table 9. Identified School Needs for Education that is Multicultural, by Building, with 1979 and 1982 Assessment Statistics

1979 Rank		"How True?" December, 1979	June, 1982
	Crissey Elementary School		
1	Increasing Multicultural Consciousness by Classroom (10)	a	3.07
2	...within the School as a Whole (11)		2.93
3	Teaching Ethnic Customs (12)		2.86
	Dorr Street Elementary School		
b	Increasing Mutual Respect among Students (A11)	a	2.00
	Increasing Respect for Students and Their Cultural Differences (B10)		2.31
	Involving Parents of Minority Children in School Affairs (B11)		2.38
	Motivating Minority Students (A12)		2.80
	Holland Elementary School		
b	Addressing Multicultural Information Gaps in Classroom Instruction (C7)	a	2.40
	Increasing Respect for Cultural Differences (B8)		2.82
	Identifying Resource Persons/Agencies (C8)		2.70
	Identifying Instructional Materials (A9)		2.69
	Sponsoring Multicultural School Activities (B9)		2.73
	Springfield Junior High School		
1	Addressing Tolerance/Respect for Differences Issues (B11)	a	2.50
2	Addressing Sex Role Stereotyping Issues (A12)		2.00
3	Addressing Culture/Language Barrier Issues (B12)		2.75
	Springfield High School		
1	Helping Students Accept Cultural Differences (B9)	a	2.09
2	Preparing Students for Cultural Differences in the Work Force (C9)		2.45
3	Promoting Effective Human Relations (A10)		3.13
4	Teaching Cultural Diversity (A12)		2.67
5	Accommodating Student Differences in Teaching (B10)		2.55
6	Addressing Needs of non-English-speaking Students (C10)		2.40
7	Adjusting to Social Change (A11)		2.75
8	Addressing Sexism Issues (C11)		2.10
8	Addressing Racism Issues (B11)		2.18

[a] Reported in 1979-80 by Building Task Force with Rank Ordering Only.

[b] Rank ordering not established by 1979-80 Building Task Force.

Table 10. Identified School Needs for Least Restrictive Alternatives for the Handicapped, by Building, with 1979 and 1982 Assessment Statistics.

1979 Rank		"How True?" December, 1979	June, 1982
	Crissey Elementary School		
	Providing Inservice Training for All Staff (9)	a	3.20
	Dorr St. Elementary School		
1	Identifying Criteria for "Regular" Classroom Placements (A)	a	2.30
2	Decentralizing Special Education Classes (B9)		2.67
3	Placing Jr. High Handicapped Students at the Jr. High (A10)		1.90
	Holland Elementary School		
1	Improving Communication among Professional Role Groups (A8 and B7)	a	2.59
2	Understanding "Mainstreaming" Requirements (C5)		3.00
3	Grading by LD Tutors (C6)		2.78
4	Understanding Characteristics of Exceptional Students (B6)		2.91
5	Solving Classroom Management Problems of "Mainstreaming" (A7)		2.23
	Springfield Junior High School		
b	Adjusting Grading Expectations (B8)	a	2.25
	Involving All Role Groups in Placement Decision-Making (A9)		2.14
	Clarifying Federal and State Mandate Requirements (B9)		3.00
	Establishing "Mainstreaming" Limits (A10)		2.29
	Improving Communication Among Role Groups (B10)		2.75
	Improving Self Images of Exceptional Learners (A11)		1.86
	Springfield High School		
1	Clarifying Grading Procedures for "Mainstreamed" Students (B6)	a	2.18
2	Clarifying Nature of "Special" Programs (C6)		2.45
3	Clarifying Referral Procedures (A7 and C8)		2.30
4	Clarifying Nature of IEP (B7)		2.09
4	Providing Programming for Gifted (C7)		2.18
4	Defining Least Restrictive Environment (A8)		2.29
4	Working Effectively with "Mainstreamed" Students (B8)		2.55
7	Disseminating Penta County Program Information (A9)		3.13

[a] Reported in 1979-80 by Building Task Force with rank ordering only.

[b] Rank ordering not established by 1979-80 Building Task Force.

Table 11. COMMUNITY PERCEPTIONS OF THEIR SCHOOLS: 1979 NEEDS ASSESSMENT AND 1982 FOLLOW-UP

CATEGORY/ Need	Perceived Importance	Perceived Status, 1979	1979 Index	Rank	Perceived Status, 1982	Change	t	Percent Change
MOTIVATION-LEARNING ENVIRONMENT								
Student Enthusiasm	3.39	2.54	0.85	16	2.80	0.26	9.8*	30.6
Student Respect	3.65	2.34	1.31	2	3.00	0.66	10.8*	50.4
School Personnel Enthusiasm	3.64	2.67	0.97	10	2.92	0.25	11.1*	25.8
School Personnel Respect	3.57	2.64	0.93	12	2.88	0.24	11.9*	25.8
Respect for Cultural Differences	3.30	2.68	0.62	22	2.98	0.30	5.4*	48.4
Discipline	3.69	2.28	1.41	1	2.64	0.36	10.0*	25.5
INDIVIDUAL OPPORTUNITY-ATTENTION								
Response to Individual Differences	3.63	2.44	1.19	6	2.68	0.24	4.3*	20.0
Equal Opportunity	3.70	2.85	0.85	16	2.96	0.11	1.4	12.9
Opportunities for Handicapped	3.40	2.45	0.95	11	2.68	0.23	3.8*	24.2
CURRICULUM AND ACHIEVEMENT								
Academic Standards	3.67	2.40	1.27	3	2.92	0.52	8.9*	40.9
Reading Skills	3.84	2.73	1.11	7	3.12	0.39	5.8*	35.1
Communication Skills	3.64	2.62	1.02	8	2.99	0.37	5.8*	36.3
Mathematics Skills	3.73	2.72	1.01	9	3.13	0.41	3.2*	40.6
Human Relations Skills	3.46	2.54	0.92	13	2.92	0.38	4.7*	41.3
Graduates' Employability	3.70	2.85	0.85	16	2.44	-0.41	7.1*	-48.2

Table 11 (cont.)

CATEGORY/ Need	Perceived Importance	Perceived Status, 1979	1979 Need	Rank	Perceived Status, 1982	Change	t	Percent Change
FACILITIES, EQUIPMENT AND MATERIALS								
Space and Facilities	3.51	2.74	0.77	20	3.04	0.30	5.4*	40.0
Accomodations for Handicapped	3.17	1.96	1.21	5	2.18	0.22	3.5*	18.2
Teaching/Learning	3.66	2.75	0.91	15	3.04	0.29	4.2*	31.9
SCHOOL-COMMUNITY RELATIONS								
Communication	3.49	2.23	1.26	4	2.77	0.54	9.1*	42.9
School Responsiveness	3.49	2.69	0.80	19	2.83	0.14	2.2**	17.5
School Welcome	3.37	3.28	0.09	23	3.36	0.08	1.3	88.9
Community Involvement	3.24	2.32	0.92	13	2.47	0.15	2.2**	16.3
Community Education	2.87	2.14	0.73	21	2.82	0.68	7.0*	93.2

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*p .01
**p .05

Table 12. Community Assessment Follow-up Means for Twenty-three Variables, by Parent Building Groups and Non-Parents.

FACTOR/ Variable	Overall (N=408)	Parents					Non-Parents (N=26)
		High School (N=98)	Junior High School (N=56)	Crissey (N=45)	Dorr St. (N=55)	Holland (N=128)	
MOTIVATION-LEARNING ENVIRONMENT							
Student Enthusiasm	2.80	2.39	2.41	3.00	3.09	3.13	2.63
Student Respect	3.00	2.72	2.75	2.88	3.31	3.29	2.66
School Personnel Enthusiasm	2.92	2.56	2.71	3.16	3.13	3.13	2.74
School Personnel Respect	2.88	2.56	2.66	3.18	3.05	3.05	2.67
Respect for Cultural Differences	2.98	2.84	2.80	3.20	3.00	3.13	2.64
Discipline	2.64	2.42	2.31	2.58	3.07	2.94	1.94
CURRICULUM AND ACHIEVEMENT							
Academic Standards	2.92	2.69	2.79	3.00	3.05	3.12	2.56
Reading Skills	3.12	2.77	3.02	3.33	3.29	3.34	2.76
Communication Skills	2.99	2.66	2.96	3.13	3.22	3.17	2.76
Mathematics Skills	3.13	2.83	3.11	3.47	3.22	3.30	2.76
Human Relations Skills	2.92	2.64	2.73	3.09	3.16	3.09	2.76
Graduates' Employability	2.44 (N=124)	2.46	----	----	----	----	2.38
INDIVIDUAL ATTENTION-OPPORTUNITY							
Response to Individual Needs	2.68	2.26	2.38	3.11	2.84	2.95	2.59
Equal Opportunities	2.96	2.77	2.73	3.20	3.02	3.13	2.79
Opportunities for Handicapped	2.68	2.71	2.39	2.96	2.53	2.68	3.00

Table 12 (Cont.)

FACTOR/ Variable	Overall	Parents					Non-Parents
		High School	Junior High School	Crissey	Dorr St.	Holland	
FACILITIES, EQUIPMENT AND MATERIALS							
Space and Facilities	3.04	3.22	2.86	3.22	3.18	2.88	2.94
Handicapped Accomodates	2.18	2.34	2.13	1.96	2.18	2.07	2.60
Teaching/Learning Materials	3.04	2.85	2.91	3.29	3.33	3.06	2.88
SCHOOL-COMMUNITY RELATIONS							
Communications	2.77	2.59	2.63	2.96	2.91	2.93	2.39
School Responsiveness	2.83	2.70	2.76	2.94	2.85	2.99	2.36
School Welcome	3.36	3.34	3.33	3.40	3.37	3.41	3.15
Community Involvement	2.47	2.19	2.46	2.46	2.84	2.58	2.33
Community Education	2.82 (N=170)	2.78	2.88	----	----	----	2.76

Table 13 Assessment Indices for "School Climate" Items, by Building for Original (0) and Two Follow-Up (F1 and F2) and Validation (V) Data Collections.[a]

Item	Crissey				Dorr Street			
	0: N=10	F1: N=08	F2: N=07	V: N-10	0: N=13	F1: N=14	F2: N=14	V: 14>N>08
2. I feel Springfield students have good attitudes toward their schools.	2.77	3.71	3.86	4.00b	2.11	3.73	3.57	3.78
	1.03	2.83	3.00	3.27c	1.44	2.16	2.71	2.10
	1.74	0.88	0.86	0.73d	0.67	1.57	0.86	1.68
3. Students demonstrate respect for staff members.	3.78	3.75	4.00	4.00	2.38	3.67	3.93	3.85
	1.00	2.75	2.86	3.07	1.00	2.67	2.79	2.54
	2.78	1.00	1.14	0.93	1.38	1.00	1.14	1.31
5. Noise level is appropriate to ongoing activities	2.30	3.75	3.83	3.75	3.00	3.53	3.43	3.56
	1.11	3.33	3.00	3.13	1.36	2.60	2.64	2.67
	1.19	0.42	0.83	0.62	1.64	0.93	0.79	0.89
(a)...in classrooms.								
(b)...in other parts of the building.	3.15	3.57	3.83	3.75	3.03	3.14	3.36	3.56
	1.40	2.29	2.33	2.85	1.54	2.20	2.00	2.00
	1.75	1.28	1.50	0.90	1.49	0.94	1.36	1.56
6. The discipline is adequate	2.20	3.88	4.00	3.67	3.82	3.67	3.79	3.85
	1.00	3.01	3.33	2.00	1.18	2.74	3.07	2.77
(a)...in classrooms.	1.20	0.87	0.67	1.67	1.34	0.93	0.72	1.08

[a]Data Collections: Original--December, 1979, 1st Follow-up--December, 1980, 2nd Follow-up--November, 1981, Validation--May, 1982

[b]Index of Importance: 4 = Essential, 3 = Very Important, 2 = Somewhat Important, 1 = Unimportant

[c]Index of Actuality: 4= Almost Always, 3= More Often than Not, 2= Sometimes, 1 = Never

[d]Need Index

Table 13 (cont.)

Item	O: N=10	F1: N=08	F2: N=07	V: N=10	O: N=13	F1: N=14	F2: N=14	V: 14>N>08
(b)...in other parts of the building.	2.76 0.99 1.75	3.75 2.50 1.25	3.86 2.43 1.43	3.67 2.13 1.54	3.10 1.36 1.74	3.67 2.39 1.28	3.64 2.57 1.07	3.85 2.15 1.70
(c)...outside the building.	2.90 1.10 1.80	3.63 2.75 0.88	3.43 2.71 0.72	3.56 2.33 1.23	3.15 1.36 1.79	3.53 1.94 1.59	3.21 2.36 0.85	3.85 2.00 1.85
10. My school has a communication network to help keep parents and other community members informed.	2.30 1.78 0.52	3.25 3.13 0.12	3.43 3.00 0.43	3.58 3.13 0.45				
11. A communication system provides direct contact between the school and parents regarding students with problems.					3.00 1.40 1.60	3.80 3.01 0.79	3.50 3.07 0.43	3.67 3.20 0.47
13. Teachers feel they are "listened to" when they express their concerns and interests to building administrators.	2.56 1.20 1.36	3.75 2.67 1.08	4.00 3.14 0.86	3.92 3.13 0.79				

Table 13(cont.)

Item	Holland				Junior High			
	O: N=25	F1: N=20	F2: N=14	V: 14>N>09	O: N=20	F1: N=15	F2: N=09	V: 09>N>03
1. Activities are available at Springfield that make it possible for students to set realistic expectations for themselves.					2.40 1.55 1.85	3.69 2.77 0.92	3.22 3.11 0.11	3.71 2.57 1.14
4. Given students' unique needs, counselors' approaches to students are appropriate.					3.10 1.53 1.57	3.46 2.37 1.09	3.22 2.00 1.22	4.00 1.67 2.33
7. Discipline is consistently enforced by administration.	3.93 2.23 1.70	3.79 2.72 1.07	3.86 2.71 1.15	3.92 2.31 1.61				
8. Uniform discipline procedures facilitate the learning process.					2.55 1.11 1.44	3.64 3.09 0.55	3.67 2.44 1.23	4.00 3.00 1.00
10. My school has a communication network to help keep parents and other community members informed.					2.40 1.95 0.45	3.62 3.29 0.33	3.44 3.00 0.44	4.00 3.33 0.67
11. A communication system provides direct contact between the school and parents regarding students with problems.					2.20 1.65 0.55	3.50 3.27 0.33	3.56 3.11 0.45	3.86 2.86 1.00

Table 13(cont.)

	0: N=25	F1: N=20	F2: N=14	V: 14>N>09	0: N=30	F1: N=15	F2: N=09	V: 09>N>03
13. Teachers feel they are "listened to" when they express their concerns and interests to building administrators.	3.79 1.76 2.03	3.84 2.51 1.33	3.79 2.36 1.43	4.00 2.36 1.64	1.50 1.15 0.35	3.62 3.02 0.60	3.56 2.56 1.00	4.00 2.33 1.67
14. Differences between administrators and staff are settled privately.	3.92 2.00 1.92	3.63 2.59 1.04	3.29 2.57 0.72	3.91 2.55 1.36				
15. Staff members are complimented when deserving.	3.67 1.62 2.05	3.89 2.53 1.36	3.14 2.14 1.10	3.92 2.23 1.69				
16. The building administrators have created a climate that encourages innovation on the part of teachers.	3.66 1.92 1.74	3.63 2.06 1.57	3.57 2.15 1.42	3.91 2.45 1.46	2.55 1.55 1.00	3.77 3.02 0.75	3.78 2.56 1.22	4.00 2.57 1.43
17. Classroom and teaching assignments are secure.	3.77 1.83 1.94	3.68 2.55 1.13	3.29 2.29 1.00	3.73 2.64 1.09				
18. Teachers and other school employees find professional fulfillment in their positions.	3.82 1.83 1.99	3.79 2.63 1.16	3.86 2.64 1.22	3.91 2.50 1.41	2.74 1.37 1.37	3.57 2.61 0.96	3.44 2.89 0.55	4.00 2.33 1.67
20. Adequate communication takes place between the school board and teachers concerning problems.					3.25 1.80 1.45	3.21 2.05 1.16	3.00 2.44 0.56	3.57 2.29 1.28

Table 13 (cont.)

Item	High School No. 1				High School No. 2			
	O: N=41	F1: N=14	F2: N=09	V: 12>N>07	O: N=32	F1: N=14	F2: N=09	V: 12>N>07
2. I feel Springfield students have good attitudes toward their schools.					3.55 1.91 1.64	3.21 2.60 0.61	3.75 2.94 0.81	3.62 2.38 1.25
7. Discipline is consistently enforced by administration.					3.24 1.62 1.62	3.57 2.64 0.93	3.75 3.00 0.75	3.50 2.91 0.59
9. Teachers feel other policies are enforced consistently.	2.66 1.31 1.35	3.36 2.57 0.79	3.87 2.60 1.27	3.63 2.38 1.25				
12. There is community pride in feeling that their educational needs are being met.	2.92 1.31 1.61	3.38 2.62 0.76	3.50 2.69 0.81	3.13 3.09 0.04				
13. Teachers feel they are "listened to" when they express their concerns and interests to building administrators.	2.11 1.72 0.39	3.50 2.33 1.17	3.63 2.50 1.13	3.89 2.64 1.25				
19. The faculty has a close working relationship.	2.69 1.41 1.28	3.25 2.34 0.91	3.50 2.19 1.31	3.78 2.27 1.51				